

1

Input effects across domains [Recurso electrónico] : the case of Greek subjects in child heritage language / Evangelia Daskalaki ... [et al.]

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 421-445

A recurring question in the literature of heritage language acquisition, and more generally of bilingual acquisition, is whether all linguistic domains are sensitive to input reduction and to cross-linguistic influence and to what extent. According to the Interface Hypothesis, morphosyntactic phenomena regulated by discourse-pragmatic conditions are more likely to lead to non-native outcomes than strictly syntactic aspects of the language (Sorace, 2011). To test this hypothesis, we examined subject realization and placement in Greek-English bilingual children learning Greek as a heritage language in North America and investigated whether the amount of heritage language use can predict their performance in syntax-discourse and narrow syntactic contexts. Results indicated two deviations from the Interface Hypothesis: First, subject realization (a syntax-discourse phenomenon) was found to be largely unproblematic. Second, subject placement was affected not only in syntax-discourse structures but also in narrow syntactic structures, though to a lesser degree, suggesting that the association between the interface status of subject placement and its sensitivity to heritage language use among children heritage speakers is gradient rather than categorical.

Second language research. -- 2019 (July), v. 35, n. 3, p. 421-445

1. Child heritage language acquisition 2. Heritage language use 3. Input and output effect 4. Interface Hypothesis 5. Narrow syntax 6. Subject use in Greek 7. Syntax-discourse interface

2

Lexical accent perception in highly-proficient L2 Japanese learners [Recurso electrónico] : the roles of language-specific experience and domain-general resources / Seth J Goss, Katsuo Tamaoka

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 372-375

This article reports empirical findings on the roles of domain-general resources and language-specific experience in the second language (L2) acquisition of Japanese lexical pitch accent. Sixty-one advanced-proficiency L2 Japanese learners from two first languages (L1s), Mandarin Chinese and Korean, identified and categorized Japanese nouns embedded in short sentences in two aurally-presented tasks. Mixed effects models showed that although the tonal-language Chinese group outperformed non-tonal Korean speakers, L2 lexical knowledge, but not overall proficiency or learning experience, predicted performance on both perception tasks regardless of L1, suggesting that long-term knowledge of L2 phonological structure facilitates perception of lexical-level prosody. Domain-general resources, however, played no predictive role in advanced learners' accent perception. A decision-tree analysis then revealed further divergence in perception accuracy by accent pattern, L1, and task type. Taken together, the results establish a close connection between language learning experience and L2 speech perception at the advanced level, and highlight the complexity inherent in the learning of non-native prosodic categories.

Second language research. -- 2019 (July), v. 35, n. 3, p. 351-376

1. Cross-linguistic perception 2. Individual differences 3. Japanese 4. Lexical accent

3

The perception of Mandarin lexical tones by native Korean speakers differing in their experience with Mandarin [Recurso electrónico] / Kimiko Tsukada, Jeong-Im Han

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 316-318

While it is well established that non-native speakers differ from native speakers in their perception and/or production of Mandarin lexical tones, empirical studies focusing on non-native learners are still limited. The objective of this study is to add to the current understanding of lexical tone perception by comparing native speakers of standard Korean from the Seoul/Kyunggi area differing in Mandarin experience (NK1, NK2) with native speakers of Mandarin. NK1 (n= 10) had no experience with Mandarin whereas NK2 (n= 10) consisted of highly advanced learners of Mandarin. A group of 10 native Mandarin (NM) speakers was included as controls. Accuracy of perception of six tone pairs (T1–T2, T1–T3, T1–T4, T2–T3, T2–T4, T3–T4) was assessed in a four-alternative forced-choice discrimination test. As expected, the NK2 group with extensive Mandarin learning experience resembled the NM group to a greater extent than did the NK1 group. T2–T3 was the hardest pair for both NK groups, but NK2 had the largest advantage over NK1 for this pair. Apart from T2–T3 which is generally considered difficult, tone pairs involving T1 caused some misperception by the NK groups. This may be related to the difficulty with perceiving a level tone which shows the least fundamental frequency (F0) movement and possibly has limited perceptual salience.

Second language research. -- 2019 (July), v. 35, n. 3, p. 305-318

1. Korean 2. Lexical tones 3. Mandarin 4. Perception

4

The role of memory updating in shallow native and opaque second language learning [Recurso electrónico] / Caterina Artuso, Paola Palladino

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 393-396

The current study investigates the relation between working memory updating and second language learning (L2) outcomes in typically-developing fourth grade children. Our primary aim was to replicate and extend previous findings on the relationship between updating and low-level reading skills, i.e. fluency. Our second objective was to examine possible updating transfer effects across languages, from the native language (L1) to L2 learning. The languages considered have different orthographic features; shallow for L1 (Italian), and opaque for L2 (English). Mediation analyses were tested using the bootstrapping method; we found that updating was directly related to reading fluency in L2 learning. Moreover, we showed evidence of the mediating role of L1 fluency in the relation between memory updating and L2 fluency. Our findings suggest that updating processes may act at a low level for reading, and are potentially independent from specific language features, both for opaque and regular orthographies.

Second language research. -- 2019 (July), v. 35, n. 3, p. 377-396

1. Memory updating 2. Opaque language 3. Second language development 4. Shallow language 5. Working memory

5

The role of native and non-native grammars in the comprehension of possessive pronouns [Recurso electrónico] / Sol Lago, Anna Stutter Garcia, Claudia Felser

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 342-347

Previous studies have shown that multilingual speakers are influenced by their native (L1) and non-native (L2) grammars when learning a new language. But, so far, these studies have mostly used untimed metalinguistic tasks. Here we examine whether multilinguals' prior grammars also affect their sensitivity to morphosyntactic constraints during processing. We use speeded judgment and self-paced reading tasks to examine the comprehension of German possessive pronouns. To investigate whether native and non-native grammars differentially affect participants' performance, we compare two groups of non-native German speakers with inverse L1–L2 distributions: a group with L1 Spanish – L2 English, and a group with L1 English – L2 Spanish. We show that the reading profiles of both groups are modulated by their L1 grammar, with L2 proficiency selectively affecting participants' judgment accuracy but not their reading times. We propose that reading comprehension is mainly influenced by multilinguals' native grammar, but that knowledge of an L2 grammar can further increase sensitivity to morphosyntactic violations in an additional language.

Second language research. -- 2019 (July), v. 35, n. 3, p. 319-349

1. Comprehension 2. English 3. Gender agreement 4. German 5. Multilingualism 6. Spanish

6

Word-order typology and the acquisition of case marking [Recurso electrónico] : a self-paced reading study in Latin as a second language/ Bill VanPatten, Megan Smith

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 417-418

This article reports the findings of a study in which we investigated the possible effects of word order on the acquisition of case marking. In linguistic typology (e.g. Greenberg, 1963) a very strong correlation has been shown between dominant SOV (subject object verb) word order and case marking. No such correlation exists for SVO (subject verb object) languages. It is possible then that the mind is more likely to expect case marking when confronted with a language with SOV word order but not necessarily so if the language has SVO word order. We tested this hypothesis with 54 naive learners of Latin with English as a first language (L1). The participants were divided into two groups. One received a 100-word input treatment in Latin that contained only simple SOV sentences, and the other received the same input treatment except that the word order of the treatment sentences was SVO. After the treatment, a surprise self-paced reading test that contained grammatical and ungrammatical case-marked sentences was administered. Participants read test items that matched the word order of the treatment they received (i.e. SOV learners read SOV sentences, and SVO learners read SOV sentences). Results showed a significant slowing down on ungrammatical sentences for the SOV group but not for the SVO group. However, on a test of basic sentence comprehension in which case marking was the cue to determine who did what to whom, we found no distinction between the groups. We discuss these findings in light of how typological universals work in languages and what they could mean for language acquisition.

Second language research. -- 2019 (July), v. 35, n. 3, p. 397-420

1. Case marking 2. Latin 3. Linguistic typology 4. Second language acquisition 5. Word order
